



Albemarle County Community Public Charter School

901 Rose Hill Drive, Charlottesville, VA 22903

Grade Span: 06-08

Albemarle County Public Schools

Principal:
Don Vale
(434) 972-1607

Superintendent:
Dr. Pamela Moran
(434) 296-5826

School's Designation:
TBD

The Commonwealth of Virginia is committed to providing quality education for all students. This commitment includes keeping parents and the public informed through the Virginia School Report Card of the progress of our schools in raising student achievement and enhancing the learning environment. The ratings for Adequate Yearly Progress (AYP) and school accreditation for specific school year are based on the achievement of students on tests taken during the previous academic year.

AYP ratings are preliminary and subject to change based on corrections to student-level records submitted by school divisions and the receipt of additional data.

This School's Focus Area(s):

Charter School, General Education, Migrant Education Program, Remedial Program, Special Education, Talented/Gifted Program

This School - **TBD - Small N School**

This School Division - **Made AYP**

The State - **Made AYP**

Annual Measurable Objective for Mathematics is **79**

Annual Measurable Objective for Reading/Language Arts is **81**

School - Summary

This table provides summary information on enrollment, accountability ratings, and whether the school is required to implement a plan to raise achievement in English or Mathematics. Ratings are based on the achievement results on tests taken during the previous academic year and are subject to change based on corrections and additions to student-level records submitted by school divisions.

School - Summary			
	2007-2008	2008-2009	2009-2010
Student Population	-	25	*
Accreditation Status	Provisionally Accredited	Conditionally Accredited	Accredited with Warning
AYP Status	N/A - New School	N/A - New School	TBD - Small N School
Open Status	Planned	Open	Open
School Improvement	Not In Improvement	Not In Improvement	TBD
English Improvement	Not In Improvement	Not In Improvement	TBD
Mathematics Improvement	Not In Improvement	Not In Improvement	TBD
LEP Reading Exempt	-	-	-

Key: < = A group below state definition for personally identifiable results
 - = No data for group
 * = Data not yet available

Accreditation Adjusted Pass Rates

The Commonwealth of Virginia accredits schools based on the overall achievement of students on Standards of Learning (SOL) tests and approved substitute assessments in English, mathematics, history/social science, and science. Adjusted pass rates represent achievement in all tested grade levels and allowances made for transfer students and limited English proficient students and credit awarded schools for the successful remediation of students.

Accreditation Adjusted Pass Rates			
Subject	2007-2008	2008-2009	2009-2010
English	-	-	39
Mathematics	-	-	4
History	-	-	9

Key: < = A group below state definition for personally identifiable results
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 * = Data not yet available

School - Fall Membership

School membership (enrollment) is reported on September 30 of each school year.

School - Fall Membership			
Grade	2006-2007	2007-2008	2008-2009
06	-	-	25
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

Advanced Program Information

The percentage of students enrolled in advanced programs is a key indicator of school quality at the secondary level.

School - Advanced Program Information			
Program type	2006-2007	Count / Percentage	
		2007-2008	2008-2009
	-	-	-
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

School - School Safety

Virginia's accreditation standards require school report cards to include information about school safety. The Offense Categories that are listed are the same as the offense categories defined in the Safe Schools Information Resource (SSIR) available on the VDOE Web site.

School - School Safety			
Offense Category	2006-2007	2007-2008	2008-2009
Weapons Offenses	0	0	*
Offenses Against Student	0	0	*
Offenses Against Staff	0	0	*
Other Offenses Against Persons	0	0	*
Alcohol, Tobacco, and Other Drug Offenses	0	0	*
Property Offenses	0	0	*
Disorderly or Disruptive Behavior Offenses	0	0	*
Technology Offenses	0	0	*
All Other Offenses	0	0	*

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 * = Data not yet available

Percentage of Students Passing/Tested/Not Tested

Schools, school divisions, and states are rated according to the progress toward the goals of the No Child Left Behind Act of 2001 (NCLB). This federal law requires states to set annual benchmarks for achievement in reading and mathematics leading to 100 percent proficiency by 2014. Schools, school divisions, and states that meet or exceed all annual benchmarks toward this goal are rated as having made adequate yearly progress (AYP). Schools, school divisions, states must test at least 95 percent of students overall, and 95 percent of students in each of the following subgroups: white, black, Hispanic, students with disabilities, limited English proficient students, and students identified as disadvantaged. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. **Only student subgroups represented are listed.**

Percentage of Students Passing/Tested/Not Tested										
Student Subgroup	Type	2006-2007			2007-2008			2008-2009		
		Passed	Tested	Not Tested	Passed	Tested	Not Tested	Passed	Tested	Not Tested
English Performance										
All Students	School	-	<	<	-	<	<	39	100	0
	Division	-	<	<	-	<	<	93	100	0
	State	-	<	<	-	<	<	89	100	0
Black	School	-	<	<	-	<	<	<	<	<
	Division	-	<	<	-	<	<	83	100	0
	State	-	<	<	-	<	<	81	100	0
Hispanic	School	-	<	<	-	<	<	<	<	<
	Division	-	<	<	-	<	<	83	100	0
	State	-	<	<	-	<	<	85	100	0
White	School	-	<	<	-	<	<	50	100	0
	Division	-	<	<	-	<	<	95	100	0
	State	-	<	<	-	<	<	93	100	0
Students with Disabilities	School	-	<	<	-	<	<	<	<	<
	Division	-	<	<	-	<	<	80	100	0
	State	-	<	<	-	<	<	73	99	1
Economically Disadvantaged	School	-	<	<	-	<	<	25	100	0
	Division	-	<	<	-	<	<	81	100	0
	State	-	<	<	-	<	<	81	100	0
Limited English Proficient	School	-	<	<	-	<	<	<	<	<
	Division	-	<	<	-	<	<	85	100	0
	State	-	<	<	-	<	<	83	100	0
Mathematics Performance										
All Students	School	-	<	<	-	<	<	4	100	0
	Division	-	<	<	-	<	<	91	100	0
	State	-	<	<	-	<	<	86	100	0
Black	School	-	<	<	-	<	<	<	<	<
	Division	-	<	<	-	<	<	82	100	0
	State	-	<	<	-	<	<	77	99	1
Hispanic	School	-	<	<	-	<	<	<	<	<
	Division	-	<	<	-	<	<	81	100	0
	State	-	<	<	-	<	<	79	99	1
White	School	-	<	<	-	<	<	0	100	0
	Division	-	<	<	-	<	<	93	100	0
	State	-	<	<	-	<	<	90	100	0
Students with Disabilities	School	-	<	<	-	<	<	<	<	<
	Division	-	<	<	-	<	<	80	100	0
	State	-	<	<	-	<	<	71	99	1
Economically Disadvantaged	School	-	<	<	-	<	<	8	100	0
	Division	-	<	<	-	<	<	79	100	0
	State	-	<	<	-	<	<	77	99	1
Limited English Proficient	School	-	<	<	-	<	<	<	<	<
	Division	-	<	<	-	<	<	85	100	0
	State	-	<	<	-	<	<	79	100	0
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available										

Assessment-Based Other Academic Indicators

NCLB requires schools, school divisions and states to make progress in additional areas, such as science, history, writing, attendance and graduation. **Only student subgroups represented are listed.**

Other Academic Indicators							
Student Subgroup	Type	2006-2007		2007-2008		2008-2009	
		Passed	Tested	Passed	Tested	Passed	Tested
History Performance							
All Students	School	-	-	-	-	9	100
	Division	-	-	-	-	91	-
	State	-	-	-	-	89	-
Black	School	-	-	-	-	<	100
	Division	-	-	-	-	79	-
	State	-	-	-	-	81	-
Hispanic	School	-	-	-	-	<	100
	Division	-	-	-	-	76	-
	State	-	-	-	-	82	-
White	School	-	-	-	-	17	100
	Division	-	-	-	-	94	-
	State	-	-	-	-	93	-
Students with Disabilities	School	-	-	-	-	<	100
	Division	-	-	-	-	78	-
	State	-	-	-	-	72	-
Economically Disadvantaged	School	-	-	-	-	0	100
	Division	-	-	-	-	74	-
	State	-	-	-	-	80	-
Limited English Proficient	School	-	-	-	-	<	100
	Division	-	-	-	-	78	-
	State	-	-	-	-	80	-
Notes:							
Science Performance: the percentage of students passing science							
Key: < = A group below state definition for personally identifiable results							
- = No data for group							
* = Data not yet available							

Non-Assessment-Based Other Academic Indicators

NCLB requires schools, school divisions and states to make progress in additional areas, such as science, history, writing, attendance and graduation. **Only student subgroups represented are listed.**

Other Academic Indicators				
Student Subgroup	Type	2006-2007 Percentage	2007-2008 Percentage	2008-2009 Percentage
Attendance Rate				
All Students	School	-	-	95
	Division	-	-	96
	State	-	-	95
Black	School	-	-	<
	Division	-	-	96
	State	-	-	95
Hispanic	School	-	-	<
	Division	-	-	96
	State	-	-	95
White	School	-	-	94
	Division	-	-	96
	State	-	-	95
Students with Disabilities	School	-	-	<
	Division	-	-	95
	State	-	-	94
Economically Disadvantaged	School	-	-	96
	Division	-	-	95
	State	-	-	94
Limited English Proficient	School	-	-	<
	Division	-	-	96
	State	-	-	96
Notes:				
Attendance Rate: average daily attendance percentage				
Key: < = A group below state definition for personally identifiable results				
- = No data for group				
* = Data not yet available				

AYP Objectives

No Child Left Behind requires states to set annual objectives for proficiency in reading, mathematics and participation in testing in these subjects. In addition, schools, school divisions and the commonwealth also must meet objectives for other indicators of academic achievement, including attendance, science, writing, history/social science and graduation. The table below shows how many and which AYP objectives were met.

AYP Objectives			
Annual Measurable Objectives	2006-2007	2007-2008	2008-2009
English Participation - All Students	Y	Y	Y
English Participation - Black	Y	Y	Y
English Participation - Economically Disadvantaged	Y	Y	Y
English Participation - Hispanic	Y	Y	Y
English Participation - Limited English Proficient	Y	Y	Y
English Participation - Students with Disabilities	Y	Y	Y
English Participation - White	Y	Y	Y
English Performance - All Students	Y	Y	N
English Performance - Black	Y	Y	Y
English Performance - Economically Disadvantaged	Y	Y	Y
English Performance - Hispanic	Y	Y	Y
English Performance - Limited English Proficient	Y	Y	Y
English Performance - Students with Disabilities	Y	Y	Y
English Performance - White	Y	Y	Y
Mathematics Participation - All Students	Y	Y	Y
Mathematics Participation - Black	Y	Y	Y
Mathematics Participation - Economically Disadvantaged	Y	Y	Y
Mathematics Participation - Hispanic	Y	Y	Y
Mathematics Participation - Limited English Proficient	Y	Y	Y
Mathematics Participation - Students with Disabilities	Y	Y	Y
Mathematics Participation - White	Y	Y	Y
Mathematics Performance - All Students	Y	Y	N
Mathematics Performance - Black	Y	Y	Y
Mathematics Performance - Economically Disadvantaged	Y	Y	Y
Mathematics Performance - Hispanic	Y	Y	Y
Mathematics Performance - Limited English Proficient	Y	Y	Y
Mathematics Performance - Students with Disabilities	Y	Y	Y
Mathematics Performance - White	Y	Y	Y
Other Academic Indicator - All Students	Y	Y	Y
Key: Y = Met objectives N = Did not meet objectives RN = Reduced failure by ten percent but did not meet other academic indicator			

Assessment Results at each Proficiency Level by Subgroup

The Virginia Assessment Program includes Standards of Learning (SOL) tests and other statewide assessments in English, history/social science, mathematics, and science. The tables below provide information for the three most recent years on the achievement of students on these tests, including percentages of students who demonstrate proficiency and advanced proficiency. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. **Only student subgroups represented are listed.**

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2006-2007				2007-2008				2008-2009			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
English: Reading													Grade 6
All Students	School	-	-	-	-	-	-	-	-	4	35	39	61
	Division	-	-	-	-	-	-	-	-	46	43	90	10
	State	-	-	-	-	-	-	-	-	38	49	86	14
Female	School	-	-	-	-	-	-	-	-	<	<	<	<
	Division	-	-	-	-	-	-	-	-	52	38	90	10
	State	-	-	-	-	-	-	-	-	41	47	89	11
Male	School	-	-	-	-	-	-	-	-	7	40	47	53
	Division	-	-	-	-	-	-	-	-	41	47	89	11
	State	-	-	-	-	-	-	-	-	34	50	84	16
Black	School	-	-	-	-	-	-	-	-	<	<	<	<
	Division	-	-	-	-	-	-	-	-	14	61	74	26
	State	-	-	-	-	-	-	-	-	22	54	76	24
Hispanic	School	-	-	-	-	-	-	-	-	<	<	<	<
	Division	-	-	-	-	-	-	-	-	27	58	85	15
	State	-	-	-	-	-	-	-	-	30	51	81	19
White	School	-	-	-	-	-	-	-	-	8	42	50	50
	Division	-	-	-	-	-	-	-	-	53	40	93	7
	State	-	-	-	-	-	-	-	-	44	46	91	9
Students with Disabilities	School	-	-	-	-	-	-	-	-	0	50	50	50
	Division	-	-	-	-	-	-	-	-	29	49	77	23
	State	-	-	-	-	-	-	-	-	28	41	69	31
Economically Disadvantaged	School	-	-	-	-	-	-	-	-	0	25	25	75
	Division	-	-	-	-	-	-	-	-	16	60	76	24
	State	-	-	-	-	-	-	-	-	24	53	77	23
Limited English Proficient	School	-	-	-	-	-	-	-	-	<	<	<	<
	Division	-	-	-	-	-	-	-	-	25	58	83	17
	State	-	-	-	-	-	-	-	-	30	50	80	20
Mathematics													Grade 6
All Students	School	-	-	-	-	-	-	-	-	0	4	4	96
	Division	-	-	-	-	-	-	-	-	37	39	76	24
	State	-	-	-	-	-	-	-	-	32	41	73	27
Female	School	-	-	-	-	-	-	-	-	<	<	<	<
	Division	-	-	-	-	-	-	-	-	34	41	75	25
	State	-	-	-	-	-	-	-	-	32	43	74	26
Male	School	-	-	-	-	-	-	-	-	0	7	7	93
	Division	-	-	-	-	-	-	-	-	39	38	77	23
	State	-	-	-	-	-	-	-	-	32	40	72	28
Black	School	-	-	-	-	-	-	-	-	<	<	<	<
	Division	-	-	-	-	-	-	-	-	20	45	65	35
	State	-	-	-	-	-	-	-	-	19	41	60	40
Hispanic	School	-	-	-	-	-	-	-	-	<	<	<	<
	Division	-	-	-	-	-	-	-	-	23	33	56	44
	State	-	-	-	-	-	-	-	-	22	43	65	35
White	School	-	-	-	-	-	-	-	-	0	0	0	100
	Division	-	-	-	-	-	-	-	-	41	39	80	20
	State	-	-	-	-	-	-	-	-	37	42	79	21
Students with Disabilities	School	-	-	-	-	-	-	-	-	0	10	10	90
	Division	-	-	-	-	-	-	-	-	24	43	67	33
	State	-	-	-	-	-	-	-	-	25	35	59	41
Economically Disadvantaged	School	-	-	-	-	-	-	-	-	0	8	8	92
	Division	-	-	-	-	-	-	-	-	18	40	58	42
	State	-	-	-	-	-	-	-	-	20	41	61	39
Limited English Proficient	School	-	-	-	-	-	-	-	-	<	<	<	<

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2006-2007				2007-2008				2008-2009			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
	Division	-	-	-	-	-	-	-	-	26	38	64	36
	State	-	-	-	-	-	-	-	-	23	42	65	35
United States History to 1877												Content Specific	
All Students	School	-	-	-	-	-	-	-	-	0	9	9	91
	Division	-	-	-	-	-	-	-	-	30	48	78	22
	State	-	-	-	-	-	-	-	-	26	49	74	26
Female	School	-	-	-	-	-	-	-	-	<	<	<	<
	Division	-	-	-	-	-	-	-	-	28	48	76	24
	State	-	-	-	-	-	-	-	-	23	49	72	28
Male	School	-	-	-	-	-	-	-	-	0	13	13	87
	Division	-	-	-	-	-	-	-	-	31	49	80	20
	State	-	-	-	-	-	-	-	-	28	48	77	23
Black	School	-	-	-	-	-	-	-	-	<	<	<	<
	Division	-	-	-	-	-	-	-	-	11	48	60	40
	State	-	-	-	-	-	-	-	-	13	46	59	41
Hispanic	School	-	-	-	-	-	-	-	-	<	<	<	<
	Division	-	-	-	-	-	-	-	-	12	46	58	42
	State	-	-	-	-	-	-	-	-	14	47	61	39
White	School	-	-	-	-	-	-	-	-	0	17	17	83
	Division	-	-	-	-	-	-	-	-	33	49	83	17
	State	-	-	-	-	-	-	-	-	31	50	81	19
Students with Disabilities	School	-	-	-	-	-	-	-	-	0	10	10	90
	Division	-	-	-	-	-	-	-	-	15	44	59	41
	State	-	-	-	-	-	-	-	-	14	38	52	48
Economically Disadvantaged	School	-	-	-	-	-	-	-	-	0	0	0	100
	Division	-	-	-	-	-	-	-	-	8	46	54	46
	State	-	-	-	-	-	-	-	-	13	46	59	41
Limited English Proficient	School	-	-	-	-	-	-	-	-	<	<	<	<
	Division	-	-	-	-	-	-	-	-	10	42	53	47
	State	-	-	-	-	-	-	-	-	14	46	60	40

Key: < = A group below state definition for personally identifiable results
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* = Data not yet available

Program Completion Information

A Virginia high school diploma tells potential employers that the graduate possesses the skills and knowledge required for success in the workplace. It tells colleges, universities, and career and technical schools that the bearer is ready for the rigors of post-secondary education. This table provides program completion information for the three most recent years.

School - Program Completion Information			
Credential type	Count / Percentage		
	2006-2007	2007-2008	2008-2009
	-	-	-

Key: < = A group below state definition for personally identifiable results
 - = No data for group
 * = Data not yet available

Career and Technical Education

Secondary schools report the number industry certifications and state licenses earned by students and the number of National Occupational Competency Testing Institute (NOCTI) assessments passed by students.

Career and Technical Education				
	Type	Count		
		2006-2007	2007-2008	2008-2009
NOCTI Assessments	School	*	*	*
	Division	14	6	*
	State	1917	2615	*
State Licensures	School	*	*	*
	Division	5	8	*
	State	1039	918	*
Industry Certification	School	*	*	*
	Division	84	41	*
	State	10369	11942	*
CTE Completers	School	*	*	*
	Division	*	238	298
	State	*	35024	37498

Key: < = A group below state definition for personally identifiable results
 - = No data for group
 * = Data not yet available

Dropout Information

Schools report annually on the number of students in grade 7-12 who drop out. Dropout percentages represent the number of dropouts for a given school year divided by the membership on September 30th of that school year.

School - Dropout Information			
Student Subgroup	Count / Percentage		
	2006-2007	2007-2008	2008-2009
All Students	-	-	*
Female	-	-	*
Male	-	-	*
Other	-	-	*
Black	-	-	*
Hispanic	-	-	*
White	-	-	*
Asian	-	-	*
American Indian	-	-	*
Native Hawaiian	-	-	*

Key: < = A group below state definition for personally identifiable results
 - = No data for group
 * = Data not yet available

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal

Definition of Highly Qualified

Virginia recognizes the importance of teacher quality in raising student achievement. This table provides the percentage of core academic classes taught by teachers teaching outside of their area of endorsement.

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal Definition of Highly Qualified			
School type	2006-2007	2007-2008	2008-2009
School			
This school	-	-	0
Division			
All Schools	1	0	0
High Poverty	0	-	0
Low Poverty	1	0	0
State			
All Schools	3	2	2
High Poverty	5	4	3
Low Poverty	2	1	1
Notes:			
- High poverty means schools in the top quartile of poverty in the state.			
- Low poverty means schools in the bottom quartile of poverty in the state.			
- NCLB defines core academic subjects as: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history and geography.			
Key: < = A group below state definition for personally identifiable results			
- = No data for group			
* = Data not yet available			

Provisionally and Conditionally Licensed Teachers

This table reports the percentage of teachers teaching with provisional or special education conditional credentials.

Provisionally and Conditionally Licensed Teachers			
Credential type	2006-2007	2007-2008	2008-2009
Division			
Provisional	4	3	3
Special Education Conditional	1	0	1
State			
Provisional	7	7	6
Special Education Conditional	2	2	1
Key: < = A group below state definition for personally identifiable results			
- = No data for group			
* = Data not yet available			

Teacher Education Attainment

This table reports the percentage of teachers with bachelor's, master's, or doctorate degrees by highest degree earned.

Teacher Education Attainment			
Degree type	2006-2007	2007-2008	2008-2009
School			
Bachelor's Degree	-	-	0
Master's Degree	-	-	100
Doctoral Degree	-	-	0
Division			
Bachelor's Degree	40	41	42
Master's Degree	57	57	56
Doctoral Degree	2	2	2
State			
Bachelor's Degree	47	48	49
Master's Degree	51	50	49

Teacher Education Attainment			
Degree type	2006-2007	2007-2008	2008-2009
Doctoral Degree	1	1	1
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			